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The Joint Meeting of the American Philological Association and the American Archaeological Institute, held at Baltimore, December 28-31 last, was in many ways most interesting and successful. The attendance was larger than I have seen at any other strictly classical gathering.

Two things stand out prominently in one's recollections of this meeting. One was the address made by Professor Gildersleeve, President of the Philological Association. Instead of treating some theme with deadening soberness Professor Gildersleeve explained, in his best 'Brief Mention' manner, how he had considered theme after theme for his address, only to cast it aside. The address scintillated with wit and humor; there was many a sly dig at the vagaries of classical scholarship and research, allusions which in some instances could have been intelligible only to those who had lived and wrought for years in Classics and had kept in close touch with the manifold activities of classical scholarship here and abroad. The spirit of the address throughout, however, was kindly, and more than one valuable lesson was to be learned from the speaker's pleasantries. Toward the close Professor Gildersleeve became wholly serious and pointed out that in the forty years covered by the life of the American Philological Association American scholarship had been born and had come to maturity and had won recognition abroad, even in Germany. Such a statement will go far to offset the adverse judgment passed on American scholarship by Professor Gudeman in his review of the second and third volumes of Sandys History of Classical Scholarship, published in *The Classical Review* (1909).

The other event that one remembers especially is the dinner held to commemorate the fortieth anniversary of the Philological Association and the thirtieth of the Institute. Over 200 persons were present. The speeches were on the whole good, especially one by Professor Maurice Bloomfield of Johns Hopkins University, on the relation of philology and archaeology to each other. Archaeology, he pointed out, repeatedly has its dramatic moments; seldom, if ever, can any single thing with which philology proper has to do vie in dramatic interest with the discovery of striking remains, the finding of a great array of tablets, of cuneiform inscriptions, etc. Yet, after all, Professor Bloomfield pointed out, repeatedly the discoveries of the archaeologist are of no

avail until purely philological activity solves the riddle. It was so with the cuneiform inscriptions, for example; Etruscan matters still remain a sealed book because the philologist has thus far been unable to solve the riddle of the Tuscan language. I might add to this that archaeology makes its appeal in part for the same reasons that science in some of its aspects makes appeal—it is tangible, and objective; in its ordinary levels, at least, it is more readily intelligible than matters philological and makes smaller demands, I think, upon the mental powers, both of the public and of the archaeological worker himself. Bentley, with virtually no knowledge of archaeology and without visiting Greece or Italy, so far as I know, was nevertheless a classical scholar of the first order; I might name some more modern scholars who have known Greek and Latin superlatively well without visiting classic lands at all or before they visited classic lands.

If space allowed, we should gladly print the programmes of the two Associations, to show the extraordinary range of subjects engaging the attention of American classical students. Forty-eight papers were presented to the Philological Association, 36 to the Institute; 8 other papers were presented at a joint meeting of the two Associations. Of this total of over 90 papers many, however, were "read by title". The Colleges and Universities represented, with the number of papers presented from each, were as follows: Allegheny 1; Barnard 3; Brown 1; Chicago 5; Cincinnati 1; Clark College 1; College of the City of New York 1; Columbia 1; Dartmouth 2; Emory and Henry 1; George Washington 1; Hartford Theological 1; Harvard 6; Johns Hopkins 3; McGill 1; Michigan 4; Museum of Fine Arts, Boston, 2; New York 1; Northwestern 3; Olivet 1; Pennsylvania 4; Princeton 7; Oregon 1; Rutgers 1; Smith 1; Syracuse 2; Trinity 1; Vanderbilt 2; Vermont 2; Victoria, Toronto, 1; Virginia 1; Washington 1; Washington and Jefferson 1; Wesleyan 4; Wilberforce 1; Wisconsin 2; Yale 2.

In certain respects the joint meetings of these two Associations have been justified by experience; a larger company is thereby brought together and the opportunities of meeting one's fellow-workers in the classical territory are greatly enlarged. After all such meetings find their justification primarily in two things: in the opportunity of communion with kindred spirits and in the fact that they do call forth a

great deal of very good work; it is curious how many persons need an external stimulus to productive scholarly activity and equally interesting to note how much men can do under the influence of such a stimulus. But the congestion of the programmes is becoming a serious matter. One who is a Councilor of the Institute is obliged either to forego the business meetings of the Institute or to forego many papers which he would like to hear; it was especially exasperating to be obliged to make this hapless choice because the business meetings of the Institute might easily have been far more skilfully and more expeditiously conducted. But *nihil est ab omni parte beatum*; let us hope that, since by vote of the American Philological Association just passed at Baltimore, these joint meetings are likely to be a fixture, with increasing skill born of experience in handling programmes and in conducting the business of the Institute, the difficulties that have beset these particular meetings may be removed.

A word in conclusion. Long observation has suggested to me two things in connection with such meetings. One is that many papers offered at such meetings should be written out in two very distinct forms, one intended for publication, the other intended for reading at the meeting. The second thought is that comparatively few of our classical scholars have practiced reading aloud. I have seen many a paper spoiled and many an ambitious reader's prospects blighted by the wretched delivery of the paper.

C. K.

#### MATTERS OF PRESENT MOMENT CONCERNING LATIN IN LARGE HIGH SCHOOLS<sup>1</sup>

It is an old and familiar warning that the age and country in which we live are given over to sordid and gainful pursuits, to things of sense, to the interests of the individual, to the concerns of the present.

We have heard this from poets and philosophers; and, being ourselves more or less thoughtful people, we have believed much that they said. Being, likewise, men and women who love their kind, we have been regretful; at times, perhaps, genuinely alarmed; but, on the whole, these wise and gloomy words have been as mutterings in distant clouds.

It is true that, as teachers of the Classics in High Schools, we have felt the effect of the changing conditions of life in the increasingly heavy and diversified general programs of study and in the somewhat increased requirements for Latin.

Latin, however, amid all this crowding and jostling, has not only managed to hold its own, but has gained ground in the percentage of pupils studying it; and it still holds, next to English, the most conspicuous place in the programs of secondary schools<sup>2</sup>.

<sup>1</sup> This paper was read at the meeting of the Classical Association of the Atlantic States, at Haverford, Pa., on April 23, 1909.

<sup>2</sup> Report of the Commissioner of Education, 1907, Volume 2, 1050.

Under these circumstances, little effort on our part, effort concerted and determined, has been made to adjust the teaching of Latin to the requirements of the new conditions.

Nor would I be understood as implying that Latin teachers, meantime, have been sitting in the seat of the complacent and self-satisfied. On the contrary, I am inclined to believe that we have experienced our full share of the 'noble discontent', characteristic of some of our fellows.

We have been dissatisfied and discomfited, especially when we have come face to face with the results obtained in the examinations, set not only by the colleges and the state, but by ourselves as well. We have been dissatisfied, discomfited, dismayed. But this attitude of mind has not been confined to ourselves. The teachers of English, history and mathematics also have been dissatisfied, discomfited, dismayed. And so, we have pressed on, groping our way, but with unfaltering faith in our goal, in the abiding value of our subject to do effective service for the younger generation, even as Columbus, on that long and uncertain voyage, is said to have made this entry in his log-book, evening after evening: "To-day, we have sailed Westward, *which is our course*".

Until recently, the warning words seemed to come from afar. But now, they are close at hand. Not alone poets and philosophers are giving them utterance, but practical statesmen, economists, educationists; and they are raising their voices with no uncertain meaning.

A commissioner of education for the state of New York wrote in February of last year:

The great industrial age upon which we have entered has laid its iron hand upon the schools and has made education tributary to its own ends. . . . There is a pronounced but inevitable trend in modern education away from the study of the humanities that have to do with the inner and spiritual life and toward the manual arts and sciences that relate to the outer and material life.

A writer of authority in *The Educational Review* for March, 1909, says:

Now that we have committed ourselves to vocational training in schools, the problem is one of making the most effective adjustments between it and that measure of liberal education which is possible for each considerable group of children.

The president of a large university in the West has recently expressed these views:

The languages, ancient and modern, have high value for those who can master and use them. Most High School students get very little from any of them. Without in the least underrating the value of Latin to Roman-minded men, there is no doubt that the average American school boy gets less out of Latin than out of any other subject in the curriculum. . . . The High School should indicate and emphasize that form of ability which will count for most in the conduct of life and it should do its foundation work with such thoroughness that the

higher education may be built upon it with the certainty that attainments shall be solid, so far as they go. But for the colleges and universities to specify certain classes of subjects, regardless of the real interests of the secondary schools and their pupils, is a species of impertinence which only tradition justifies. Their duty is to demand thoroughness; but the question of what the High School shall teach is a question for these schools to decide for themselves.

It is not for us at this time to deny or affirm the truth of any of these statements (although we should like to be told—and I say this in all modesty and receptivity of mind—upon what basis the belief in the comparative worthlessness of Latin for the "average American School boy" is founded). But these are men of leading, of clear vision, and noble motives. It is for us, rather, to take their words seriously into account in attempting to determine what bearing the situation they set forth will have on the study of Latin in High Schools.

Instinctively, we turn to the colleges, whence, in the past has come our help. For to the colleges is due the larger part of whatever success we have had in preparatory Latin. They have furnished not only incentives for the pupils who have been preparing for college, but the standards for all. They have furnished the teachers also, and they have kept alive the traditions and the dignity of a classical education.

But now, it appears, the people are to be the judges in matters of public education. They are demanding that the 'fasces be lowered' and 'surrendered' to themselves. They remind us that whatever form of education is followed, it must be one that will give quick returns. Quick and manifest returns is the determining factor, now-a-days, when deciding upon the relative merits either of a financial investment, a hair restorer, a system of education, a philosophy, or a religion. They must, each and all alike, bear some evident and direct relation to practical life.

A not uncommon question addressed to our teachers is of this kind: 'If my daughter's failure in Latin will postpone her entrance to Training School and put off the time when she can become a *teacher*, she must drop the Latin. Haven't you something she can substitute for this subject?' For the shortest road to graduation is the popular road. If, on the journey, these young wayfarers fall in with certain aids to mental training, noble living, social efficiency, they accept them as something incidental, accidental. Economic efficiency, via 'points' or 'units', is their aim. The advantages of this drift in education, or the necessity for haste in individual cases, we do not question. We are concerned, just now, with the effect of these things on the study of Latin.

Last February, when the entering class of a city High School was being organized and explanations of the course and electives were being given, one little fellow raised his hand. The principal answered

the appeal. He asked: 'If one should elect Latin now instead of German, and then, if he should fail, could you switch?' and not one of his 600 classmates showed any surprise.

And here, the Latin is at a disadvantage as compared with the modern, foreign languages; for there are inherent and substantial difficulties in the Latin, which the French or German does not possess, to the same degree, for the American boy and girl. Our girls and boys are not 'Roman-minded', as President Jordan implies. In very large cities, at least, they are not contemplative, logical, analytic. They are objective, rather, and detached. They see things as wholes; but they are docile, buoyant, fairly curious, earnest, and resourceful.

Some, indeed, there are— and these I like to mention—dowered with alert minds, sound judgment, and that marvelous something we call imagination. They are self-reliant, resolute little people, and unfailingly interested in their work. They seem to have an attitude toward the Latin text akin to that of the little Japanese girl toward her doll, who says, 'If you love it enough, it will live'.

But what of those boys and girls who in mental traits, in near or remote inheritance, in development by experience or environment do not seem to be 'American'? I do not refer to those few pupils who have come to our High Schools from foreign schools (these, with us, have been among our brightest students and have advanced from grade to grade with greater speed and security than the American pupils), but of those thousands whose parents have taken passage for this country to free themselves from the bondage and ignorance of the working classes of the old world. An eminent authority on this subject says: "But in America, the people, one may almost say, have dropped from the sky. They are in the land, but not yet an integral part of it. A human phenomenon unique in the history of the world is the result". A recent investigation, conducted by the United States Immigration Commission, disclosed the fact that of the pupils in our schools fifty-five per cent have parents born outside of America, and that forty-one different nationalities are represented.

How shall we deal with these in our Latin classes? We must 'assimilate' them and we must teach them Caesar and Cicero, in some cases, as Professor Grandgent of Harvard University says, "Before they can express any but the most rudimentary concepts in any tongue". The task is indeed a difficult one, taxing, sometimes, to the utmost our patience and resourcefulness. But the task imposed upon Sisyphus was not without hope; and in our case, the reward is often worth the effort.

In addition to the problem of the racial heterogeneity of the pupils and the rush for points, the large High Schools must face another difficult



situation—that arising from over-large classes, and, in some cases, too rapid promotions. It is not easy for one fresh from the class room to speak of this difficulty with moderation, for he 'knows the wounds: he sees the disasters'.

The importance of this fault has been strongly urged by the advocates of the new education and, no doubt, is realized by the educational authorities. The enormous rapidity of the growth of the schools is partly responsible; and the additional expense necessary to correct this condition the public is not yet ready to meet. Meantime, mechanical and wholesale teaching must be done and worried or listless pupils are going through the steps of the syllabus. With any subject, these conditions are adverse: but with a foreign language they are well-nigh calamitous.

Another cause for the unsatisfactory results of Latin study in the secondary schools is what I have come to regard as an excessive requirement in the matter of prescribed text. For several years, the conviction has been strengthening with me that four books of Caesar in the second year of the study of Latin, six orations of Cicero in the third year and six books of Vergil in the fourth year, in addition to the work in grammar and composition and sight translation—all of which are necessary to sustained interest—is a heavier requirement than the majority of our pupils can meet comfortably and honestly. The result has been that they have memorized the translations given in the class room or, perhaps, others not authorized by the teacher—those at twenty-nine cents per copy—, while the grammar and sight reading have been neglected. We have been developing the pupils' memory unduly; we have practically been forcing the mediocre pupils either into dishonest methods of work or out of the Latin courses; and we have been robbing them of a natural right—the right to use their powers of observation, reason, judgment and imagination along with their memory in constructive effort.

The remedy for this seems to lie in a modification of the curriculum looking toward a smaller portion of prescribed text and increased emphasis upon sight translation. I am aware of the doubts and dangers waiting on a change of this sort. The fact that many prominent classicists and several classical associations have committed themselves to this change will not convince the teachers of Latin in secondary schools. Many of them would regard this modification as a new machine for multiplying the casualties of war. In the first place, is there any examination so difficult to set as one in translation at sight? For there are pupils possessing a kind of ingenuity or knack which enables them, though ignorant of the essential facts of the language, to obtain a passing mark on almost any moderately easy sight passage. And then, is there any subject so difficult to teach as translation at sight? Any subject so elusive, so

baffling, in the case of a dull or ill-prepared pupil? Surely this is a task which calls for the teacher's keenest and quickest insight, greatest skill, liveliest sympathy and vicariousness, for patience and self-control. Yet this work, more than any other, helps to give confidence to the pupil, to add interest, and to insure honesty in his work.

Whether more pupils would fail under this proposed requirement than under the present requirement, I do not know. Nor do I think it matters supremely. May I remind you of something out of Emerson?

There is a time in every man's education when he arrives at the conviction that envy is ignorance; that he must take himself for better, for worse, as his portion; that, though the wide universe is full of good, no kernel of nourishing corn can come to him but through his toil bestowed on that plot of ground which is given to him to till.

My last suggestion is that a report be prepared, giving information, as accurate as possible, concerning the conditions and the results of the study of Latin in High Schools. This suggestion I have not thought out in detail—the method of such a report, the contents, the expense. It might give a comparative view of the cost of the different departments in the same schools, including salaries, equipment of laboratories, libraries, etc.; or it might be confined to questions relating to the classical departments of different schools in cities of about the same size, showing size of classes, the percentage of pupils who find it necessary to repeat the work of the different grades once, the percentage of those who repeat the work twice, or three times. It might set forth the probable reasons for the failure of pupils—lack of a ready and accurate knowledge of forms and constructions, meager vocabulary in Latin or English, inability to do work involving sustained effort, poverty of general experience, or supineness and apathy. It might, thus, be made to appeal to the local authorities through the item of expense. It might, at the same time, serve to unify and clarify the aims of Latin teaching; and, finally, help to remove some practical difficulties.

Such a report might prove to be an artificial stimulus only, or impracticable; and, as one statistician says: "Figures of themselves cannot reform". But if civic righteousness can be promoted by percentages, why should we doubt their value when applied to education or any part thereof? We admit the force of many of the charges brought against the Classics in secondary schools; and we desire such an investigation of the situation, so searching and just an examination of the prevailing conditions that we may know the causes of the unsatisfactory results and seek to change them.

I have had in mind especially the situation in the High Schools of large centers of population, but these are becoming more and more important factors

in the general problem of education. At present, more than one-third of all the High School pupils in the state of New York are enrolled in the High Schools of the city of New York.

Out of the noise and turmoil of these new times, these new conditions, new opportunities, new dangers, out of this seething sea of almost formless educational theories, who will forecast the fate of Latin in the public schools? Not, certainly, the present speaker. All she can see, or *thinks* she can see, is that if Latin maintains its position of leadership even in literary schools, it must prove its worth to those who are studying it now.

The present speaker believes that if the teaching of Latin can be made more vital, now, the study of it more sincere, then, so long as 'men, by nature, love liberty', so long as 'each best one' worships at the shrines of the Muses, so long as the sources of our civilization possess attraction for the student, the position of Latin in the public schools will be secure.

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#### SUMMARY OF THE CLASSICAL JOURNAL FOR DECEMBER, 1909

The first paper, Classical Clubs for Secondary School Teachers, is by Mr. William F. Abbott, of the Classical High School, Worcester, Mass. This paper contains a suggestion that will prove very interesting and helpful, as I know from personal experience, for we had such a club at Erasmus Hall High School for several years. The Latin Club at Worcester was formed in 1891, and since then has been in active existence, except in 1900-1903. The Club has read, either in selections or entire, Horace, Pliny the Younger, Catullus, Propertius, Tibullus, Lucan, Aulus Gellius, Ovid, Lucretius, the *Trinummus* of Plautus, the *Dialogus* of Tacitus, Cicero's *Brutus*, Caesar's *Bellum Civile*, Sallust's *Iugurtha*, Tyrrell's Cicero in His Letters, and Burton's *Selections* from Livy. The meetings were held twice a month.—A Greek Club, meeting once a month, was formed in 1893. Its readings have covered plays of Aeschylus, Sophocles and Euripides, Pindar's *Odes*, Theocritus, Plato, and Homer's *Odyssey*. Special papers were also prepared in each club, on art, religion, philosophy and antiquities. The above shows what even the secondary-school teacher *can* do, despite the many hours of teaching, the correction of papers, the preparation of lessons, general supervising work, and the thousand and one demands made upon his time. As Mr. Abbott says, such reading proves an agreeable change from *Quae cum ita sint* and *ἐπεὶ οὕτως*.

The second paper, The Status of the Classics in the South, by B. C. Bondurant, State College for Women, Florida, contains much material for thought on the part of the teacher of Classics. He discusses the question first from the point of view of the secondary school, and then from that of the college and the university. By tables of statistics he makes his points clear. From 1889, 1890 to 1904, 1905, the number of students studying Latin in the secondary schools of the United States increased 16.07 per cent., a gain 2.41 per cent. greater than the

percentage of gain in students studying algebra in the same period. In 1905, 50.21 per cent. of all pupils in public secondary schools studied Latin, while in private schools 46.47 per cent. of the entire number took Latin. In the case of Greek it was the reverse, 6.67 per cent. of secondary students in private schools taking Greek, while only 1.47 took Greek in the public high schools. From 1895 to 1905 the number of secondary pupils taking Greek decreased more than 50 per cent.—In the southern states, between 1900 and 1905, the percentage of students taking Latin rose from 53.87 to 58.55, while in the United States at large there was a slight decrease; in the high schools, 63.46 per cent., in the private secondary schools, 46.5 per cent. of all students study Latin. In 1908 74.28 per cent. of high school students in North Carolina are taking Latin.—Eight high schools, in as many leading cities in the South, show a decrease of one per cent. in one year. It is rather striking, however, that Birmingham, a great industrial center, shows the highest enrolment of high school students taking Latin, 76.5 per cent.—To the question, "Do you think that Latin should continue to hold the place it does in our educational system?" six out of eight principals of high schools answered "Yes" without qualification. To the question "Do you notice any change in the attitude of your constituency toward the Classics (particularly Latin)?" five principals make no reply, twenty-four report no change, sixteen report decrease of interest, and fifteen observe an increase of interest.—Greek is disappearing from both public and private secondary schools. In public schools 3.48 per cent. took Greek in 1900; in 1905, only 2.39 per cent.; in private schools, 5.76 per cent. studied Greek in 1900; in 1905, 4.97 per cent.—Mr. Bondurant's statistics for the colleges and universities are based upon figures collected from fifty-five representative institutions. From 1900, 1901 to 1907, 1908 the figures for Latin show an absolute increase in the number of those taking Latin, but a relative decrease of 3.14 per cent.; in Greek the number decreased both relatively and absolutely. In 105 colleges in the South, 963 students elected Latin last year beyond the requirements of their course; this year, 979. Last year 523 elected Greek; this year, 578.

The third paper, by Warren Stone Gordis, Ottawa University, is entitled The Accusative of Specification in Aeneid I-VI. This paper is an appeal for the return to the accusative of specification to explain many of the cases that are now explained as an accusative with the middle voice or as an accusative retained with the passive. The author says that "the change has been most sweeping where an accusative is used with the perfect passive participle". But the editors do not agree; for example, the Greenough-Kittridge edition places *oculos suffusa*, 1.228, under accusative of specification, while nearly all the other recent editors regard it as a direct object. Nor are the editors always consistent with themselves, as one edition classifies *mentem . . . pressus*, 3.47, as specification, and *animum arrecti*, 1.597 (a misprint for 579), as a direct object. To illustrate further the lack of agreement, he calls attention to the fact that Fairclough-Brown follow Papillon-Haigh in explaining 2.273, *perque pedes traiecit lora tumentis*, as a secondary accusative with the passive, but take 4.644, *interfusa genas*, as the direct object of the middle, while *manus revinctum*, 2.67, which the English editors take as an object of the middle, Fairclough-Brown regard as a secondary accusative.—The editor

ridicules Fairclough-Brown for regarding 5.511, *in-nexa pedem*, as a middle with a direct object, and suggests that they were tricked by their idiomatic translation 'having its foot bound', a translation which he claims elsewhere is logically nearer to 'bound as to his hands' than to 'having bound his hands'. Along the same line he criticizes Professor Knapp for regarding *insternor umeros*, 2.722, as an instance of the middle; he suggests as a translation, 'I cover myself, to be more specific, my shoulders'.—Mr. Gordis calls attention to the fact that the accusative of specification with an adjective admits of no ambiguity. He gives several examples like *nuda genu*, 1.520; but claims that if the descriptive adjective *nuda* were replaced by the perfect participle *nudata*, which has become practically an adjective, the construction of *genu* would be the same.—We may conclude our brief review of this timely article with the statement that his point is well taken when he says, that "it is quite possible to recognize the direct object of the middle and the secondary accusative with the passive as having contributed to the development of the Latin accusative of specification without attempting to distinguish as distinct categories the instances where such influence has been operative".

In this issue the following books are reviewed: Lothman's Latin Lessons for Beginners (W. G. Leutner); Comparetti's Vergil in the Middle Ages (F. J. Miller); Butler's Post-Augustan Poetry from Seneca to Juvenal (Henry W. Prescott); O'Connor's Chapters in the History of Actors and Acting in Ancient Greece (R. C. Flickinger); Baumgarten-Poland-Wagner's Die hellenische Kultur (A. T. Murray); Marquand's Greek Architecture (William C. Poland); Scrivener's The New Testament in Greek (Edgar J. Goodspeed); Thackeray's Grammar of the Old Testament in Greek (E. J. Goodspeed).

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### REVIEW

Cicero: De Senectute. Edited by J. H. Allen, W. F. Allen and J. B. Greenough. Reedited by Katharine Allen, University of Wisconsin. Boston: Ginn and Co. (1908). Pp. xviii + 108.

Cicero's delightful essay on old age justly holds its place in most of our colleges and universities as a part of the Latin work of the Freshman year. For the needs of such students the present edition is clearly intended. The work of revision has been carefully done, and consistently with the aim, as stated in the Preface:

In the introduction a few new paragraphs have been incorporated and some alterations made in the old text. In the notes some simple grammatical explanations and references, and some translations of easy words and phrases, have been omitted, a few notes have been altered or expanded, and a considerable number of new notes added, though it has been the aim not to mar the simplicity characteristic of the old edition by elaborate annotation.

The chief change in the introduction is a brief, yet adequate, account of Cicero's contact with Greek representatives of the important schools of philosophy, his own intellectual independence, united with admiration for Plato, and his early-formed design

of setting forth for his countrymen the practical ethics of his masters. I quote the close:

He nowhere lays claim to originality. From the Greeks he adopts and adapts what suits him, sets it forth in choice Latin enriched and made luminous by numerous illustrations drawn from Roman history and politics, and thus gives a new lease of life and a wider sphere of usefulness to the loftiest thoughts and noblest ideals of his predecessors. In this lies the value of his philosophical writings to his countrymen and to the world.

There is included in the introduction (pp. xiv-xvi) a discussion of the title and date of the essay. That it was written shortly before or shortly after the death of Caesar is apparent from the passages usually cited in this discussion; in favor of the earlier date the editor cites her article (A. J. P. 28.297).

Some selections from Cato's De Agricultura are given, with brief footnotes, on pages xvii-xviii. This is a welcome addition. In these Cato the shrewd farmer speaks; in the essay an idealized Cato is "dressed in the mental costume" of Cicero's day, and it is Cicero's voice that we hear.

Improvement is noticed in the page arrangement of the text (pp. 1-36); the text is clearer to the eye, and covers four more pages than in the earlier edition. The form of the Argument prefixed to the notes has been improved by its tabulated arrangement; the chapters and sections of the text are indicated at the left. In the notes, pages 37-80, there is a like improvement in the form of the printed page: each note forms a separate paragraph, and figures at the beginning of each paragraph refer to page and line, while heavy-faced figures on the margin refer to the sections of the text.

The notes impress me as judicious and, as a rule, sufficiently concise for the purpose of the edition. While it is a debatable point how numerous should be the references to Latin Grammars, in an edition for college Freshmen, the following instances of such omission may be mentioned: 2.1.23<sup>1</sup> *absterserit* (in a past result clause); 2.2.3 *possit*, "causal subjunctive" (the student would be helped by a reference to characteristic clauses); 4.2.18 *senserim* (as often, *dico* and *sentio* are drawn into a *quod*-clause); 13.6.25 *quod (nihil habeo quod)*: this should be felt as like *nihil est quod*, and a reference is desirable. A number of other instances where some teachers would prefer a reference to the Grammars could be cited. Yet the desired reference is often given, as at 4.3.3 *cum effluxisset*, where the clause has a conditional force.

Care is taken in rendering single words. I note the following: 1.1.11 *prudentiam*, 'good sense' (supported by the definition quoted from De Off. 1.153); 6.3.19 *ingravescentem aetatem*, 'the increasing burden of age'; 7.4.9 *inhumani*, 'churlish'; 32.13.25 *hospites*, 'friends from abroad' (with an account of the ancient *hospitium*); 40.17.2 *proditiones*, 'acts of treason'.

<sup>1</sup> The first figure refers to the paragraph, the other to the page and line of the text.



Occasional quotations and references to ancient and modern writers very properly find a place in the notes. In this matter it is easy to exceed the bounds that circumscribe an edition planned for less mature students. The editor has shown restraint and good taste; see especially under 15.7.11.

On page 81 is a table of the Greek philosophers mentioned in the essay, and pages 82-99 contain essential facts concerning the persons mentioned, including a genealogical chart of the Scipios. The Appendix (pages 101-105) gives the variations of the text from that of the old edition and of Müller. The reading *composita* in 28.12.14 (*compta*, Müller; *cocta*, Moore's edition) may find some measure of support in the quotation from Seneca (Ep. 40.2), who approves of this manner of speech for the philosopher and the old man: *cuius pronuntiatio quoque, sicut vita, debet esse composita* ('calm').

To conclude, this revised edition fulfills well the editor's aim, and will be found a serviceable and inexpensive book.

SYRACUSE UNIVERSITY.

PERLEY OAKLAND PLACE.

#### CORRESPONDENCE

In THE CLASSICAL WEEKLY 3.49, citing from Sophocles Antigone 31-36, Professor Knapp treats οὐχ (35) as a negative with δγιν where μή might naturally be expected. I think, however, that the author is unfortunate in the selection of a passage to illustrate his point. According to this interpretation the infinitive δγιν is governed by προκηρύσσοντα. It seems to me that this view is erroneous and that the infinitives δγιν and προκείσθαι depend upon φασι (31). In that case, of course, μή would be wrong and hence no explanation for οὐχ is required. This is evidently the opinion of Jebb, to whom Professor Knapp refers, as he translates, "Nor counts the matter light".

ROSCOE GUERNSEY.

COLUMBIA UNIVERSITY.

I am afraid that Dr. Guernsey has somewhat missed the point of my remarks on this passage. I do not hold that οὐχ is used with δγιν where μή would naturally be expected. My point really was that *non . . . sed* and *οὐ . . . ἀλλὰ* repeatedly, in spite of the negative appearance of *non* and *οὐ*, constitute in reality an affirmative, a strongly affirmative expression which is to be taken as a whole; to single out the *non* or the *οὐ* in such cases works harm to syntax and interpretation both.

The fresh examination to which I have subjected the passage since the receipt of Dr. Guernsey's note compels me to admit that I might have found a better example from Greek to illustrate my point. Syntactically it is easier to join δγιν in 34 with φασι in 31. But since φασι was said in 31 we have had κηρύσσοντα in 32 and προκηρύσσοντα in 34, and I am still persuaded that we shall get a far better effect in 34-35 if we regard τὸ πρᾶγμα . . . ἐν πόλει as in effect oratio obliqua, giving Creon's thought. Stylistically, surely, this is the better view. Antigone's words with hardly a

change give Creon's command precisely as he might have uttered himself, thus: τὸ πρᾶγμα δγε (δγιν) οὐχ ὥς . . . ἐν πόλει. I write here οὐχ on the basis of my paper to which Dr. Guernsey refers. To offset Jebb's preference for another construction I beg to report that that excellent Greek scholar, Professor Humphreys, construes δγιν as I have done, though he takes a different view of οὐχ. C. K.

#### THE NEW YORK LATIN CLUB

On Saturday, January 8, the New York Latin Club held one of its most successful meetings. Ninety-three members and guests heard Professor Paul Shorey of Chicago speak upon The Making of a Litterateur. To do justice to this paper is impossible: it sparkled with humor from beginning to end and kept the audience delighted throughout.

After a most felicitous introduction, Professor Shorey spoke of the characteristic of bookishness, so noticeable nowadays, and yet fully as noticeable two thousand years ago, and even earlier. The epic died of overproduction: the same fate befell successively lyric poetry, the drama, and Socratic dialogue. The eight centuries beginning with the establishment of the Alexandrian library were a time of libraries, books, and readers by the million. Alexandrians and Germans would be hard to distinguish in their production of dissertations. Professor Shorey read a list of titles of theses German and Alexandrian indiscriminately mixed, and successfully defied his hearers to distinguish one class from the other. The Ancients were great readers of 'papers'.

After some apt illustrations from Martial, the speaker came to the main topic of his paper, Lucian, "the sage who laughed the world away". He drew parallels between a number of Lucian's works and familiar books of modern times, showing all through the spirit of the twentieth century, or at least the latter part of the nineteenth, and illustrating by translations with modern terminology the fact that there is nothing new in heaven or on earth. The attitude of Lucian and of Aristophanes toward the gods is no more irreverent than that shown to us in The Houseboat on the Styx: the humorous side appealed to Lucian in everything: Professor Shorey's last reference, "The Fly, An Appreciation", illustrates this most fittingly.

Everyone went away with a new sense of humor and fun stored in the Classics for those who will read, and sense of appreciation to Dr. Shorey for calling again to mind that the 'dull grind' idea of Greek and Latin is in large measure at least subjective.

EDWARD C. CHICKERING, Censor.

The title of Miss Franklin's paper in the last issue (page 82) should be corrected to read The Place of the Reader in *First Year Latin*.

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